

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

December 2004

Planning for Regional Higher Education Needs: Summary of Branch Campus Plans

Introduction

Earlier this year, the legislature and governor enacted legislation designed to clarify the role and mission and future development of the branch campuses operated by the state's two public research universities. Specifically, Substitute House Bill 2707 directed the University of Washington Bothell, University of Washington Tacoma, Washington State University Tri-Cities, and Washington State University Vancouver to conduct self-studies and submit their reports and recommendations in November to the Higher Education Coordinating Board (HECB). The HECB must analyze the recommendations of each campus in the context of statewide goals for higher education and submit policy options and the original campus reports to the legislature and governor by January 2005.

This report summarizes the recommendations from the four branch campus reports which were approved by the institutions' respective boards of regents in November 2004 and contains five attachments: Appendix A is a side-by-side summary of branch campus proposals; Appendix B is a summary of branch campus enrollments plans; Appendix C includes a listing of the degree programs that are currently authorized by the HECB for the respective branch campuses; Appendix D is the complete text of SHB 2707; and Appendix E contains the guidelines developed by the HECB to guide the preparation of the branch campus reports.

At its December meeting, the HECB and its Advisory Council will receive a briefing on these plans by the institutions. This will be an informational discussion; no official action will be taken. For that reason, this report is intended to provide participants in the December 10 discussion with a general, conceptual summary of the respective branch campus plans.

The HECB is scheduled in January 2005 to adopt policy options regarding each of the proposed campus plans. Before the meeting, the board's policy committee will be provided with a more detailed evaluation of the institutions' recommendations, as well as a delineation of policy options available to the board in considering the institutions' proposals.

Policy Context – Legislative Direction and HECB Guidelines

In addition to the specific directives in SHB 2707, the legislation provided a statement of intent that includes the legislature's determination that the higher education "policy landscape" has changed since the branch campuses were created about 15 years ago. The legislation states that student demand for enrollment access is increasing and that economic development efforts increasingly recognize the importance of collaboration among communities, businesses, and colleges and universities. The bill indicates that each branch campus has evolved into a unique institution and that it is appropriate for the universities and the state to ensure the role and mission of each campus is aligned with the state's higher education goals and the needs of the region in which the campus is located.

Following from this statement of intent, SHB 2707 directs each branch campus to examine its current role and mission in the context of student demand and regional needs and to submit a recommendation to the HECB concerning the "future evolution of the campus."

The HECB is then directed to evaluate the recommendations and provide "policy options" associated with the institutional recommendations. The bill describes the types of information and factors to be considered by the HECB and directs the board to develop common parameters for this evaluation.

The board disseminated guidelines (see Appendix B) for the institutional reports in September 2004. The guidelines provided a framework for developing and evaluating recommendations concerning the role, mission, or governance of the branch campuses and upper-division institutions and recognized that the branch campuses likely would continue to evolve in different ways in response to regional and state needs. The guidelines identified the common parameters for evaluation as directed in SHB 2707 and indicated the institutional proposals to alter the role and mission of the campuses would be evaluated in the context of how the proposed changes contribute to the goals of the *2004 Strategic Master Plan for Higher Education*.

SHB 2707 and the HECB guidelines suggest two central questions to consider when reviewing the branch campus plans:

1. Will the plans help students succeed?
2. Will the plans contribute to achieving the two goals of the *2004 Strategic Master Plan for Higher Education*, which are (a) to increase the number of students who earn degrees and (b) to improve the economic responsiveness of the state higher education system?

Other questions – related to such elements as enrollment planning, collaboration with other existing institutions, and the cost of the various options – should be considered in response to specific components of the individual campus proposals.

Summary of Campus Plans

A comparative description of the respective proposals begins on page 4 of this document. While each plan is unique, the four proposals share many goals and strategies for the future. Specifically, all of the campuses propose to:

- Develop into a four-year university while continuing to rely on and enhance the state's existing "2+2" transfer model to help community and technical college students earn baccalaureate degrees;
- Retain its current administrative relationship to the University of Washington or Washington State University;
- Contribute to the strategic master plan goal of increasing the number of students who earn degrees by increasing upper-division and graduate enrollment; and
- Support regional economic needs by offering programs and degrees in areas of high-demand and offering "four-year track" students the opportunity to stay in the region.

Appendix A

Summary of Branch Campus Proposals

| | University of Washington Bothell | University of Washington Tacoma | Washington State University Vancouver | Washington State University Tri-Cities |
|---|---|--|--|--|
| Key Elements of the Proposal | <p>Remain part of the University of Washington.</p> <p>Provide the flexibility to become a full four-year institution.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize UW Bothell to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2005.</p> <p>Allow students to transfer before achieving junior standing and provide them lower-division pre-requisite courses.</p> <p>Establish a full lower-division program for a small leadership class of new freshmen.</p> <p>Increase community college transfer enrollment and enhance the two-plus-two model by establishing co-admission and co-enrollment models with community colleges.</p> | <p>Remain part of the University of Washington.</p> <p>Transition into a four-year institution which will be a metropolitan university.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize UW Tacoma to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2006.</p> <p>Accept students with as few as 45 lower-division credits.</p> <p>Establish a small lower-division liberal arts program for students seeking a four-year academic experience.</p> <p>Increase community college transfer enrollment and enhance the two-plus-two model by establishing co-admission and co-enrollment models with community colleges.</p> | <p>Remain part of Washington State University.</p> <p>Develop as a metropolitan university offering a full four-year program.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize the campus to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2006.</p> <p>Increase community college transfer enrollment and continue existing co-admission agreements.</p> | <p>Remain part of Washington State University.</p> <p>Develop as a four-year university with a lower-division component involving CBC and other CCs.</p> <p>Expand upper-division and graduate/professional programs.</p> <p>Authorize the campus to offer lower-division courses.</p> <p>Admit lower-division students who meet the university's admission criteria beginning in fall 2007.</p> <p>Increase community college transfer enrollment.</p> <p>Develop a strategic relationship with the Pacific Northwest National Laboratory for research and instruction.</p> <p>Extend the primary service area of the campus.</p> |

| | University of Washington Bothell | University of Washington Tacoma | Washington State University Vancouver | Washington State University Tri-Cities |
|--|---|---|---|--|
| Enrollment Plan (See Appendix B for proposed enrollment growth plans) | Grow from current (2004-2005) state funded FTE of 1,265 to 6,000 FTE by 2020 (635 lower- division FTE and 5,365 upper- division and graduate FTE). | Grow from current (2004-2005) state funded FTE of 1,524 to 5,901 FTE by 2014 (550 lower- division FTE and 5,351 upper- division and graduate FTE). | Grow from current (2004- 2005) state funded FTE of 1,228 to 3,645 FTE by 2014 (689 lower-division FTE and 2,956 upper-division and graduate FTE). | Grow from current (2004- 2005) state funded FTE of 633 to 1,800 FTE by 2015 (326 lower-division FTE and 1,474 upper-division and graduate FTE). |
| | | | | |
| Program/Degree Offerings (Appendix C lists current degree programs) | Add new programs at a measured pace. Build on the interdisciplinary model as a basis for offering new programs. Expand enrollment capacity in graduate Business Administration, Nursing, Education, and Policy Studies. Fund and offer the authorized Master of Science in Computing and Software Systems. | Add doctoral programs in applied fields when a clear need can be demonstrated in the South Puget Sound region. Introduce new Interdisciplinary Arts and Sciences (IAS) majors and clarify existing IAS offerings. Initiate a secondary education science and math program. | The campus will not offer doctoral degrees. Rather, the WSU system will make doctoral degrees available when appropriate. Emphasize program growth in Business, Health and Human Services, Technology and Information Sciences, and Education. | Offer doctoral degrees in selected areas as part of WSU system. Offer undergraduate degrees in: -- Liberal Arts -- Education -- Business -- Sciences -- Engineering -- Health Sciences |

| | University of Washington Bothell | University of Washington Tacoma | Washington State University Vancouver | Washington State University Tri-Cities |
|--|--|--|--|---|
| Operating Budget Requirements | Serving 6,000 FTE (additional 4735 FTE) in 2020 will require an additional \$67.6 million (\$45 million in state funds and \$22.6 million in tuition revenue). | Serving 5,901 FTE in 2015 will require an additional \$54.6 million (\$30.8 million in state funds and \$23.8 million in tuition revenue). | Serving 3,645 FTE in 2015 will require an additional \$33.3 million total funds (enrollment based \$24.5 million in state funds and \$8.8 million in tuition revenue). | Serving 1,800 FTE in 2015 will require an additional \$15 million (\$11 million in state funds and \$4 million in tuition revenue). |
| | | | | |
| Capital Budget Requirements | Additional capacity to achieve full build-out for 6,000 FTE is estimated at \$163 million. | Additional capacity to achieve full build-out for 5,901 FTE is estimated at \$207 million. | Additional capacity to achieve full build-out for 3,645 FTE is estimated at \$164 million. | Additional capacity to achieve full build-out for 1,800 FTE is estimated at \$103 million. |

Appendix C

Current Program Offerings

University of Washington / Bothell

| Degree | Major | Emphasis |
|--------|-----------------------------------|----------------------------------|
| MBA | BUSINESS ADMINISTRATION | |
| BA | BUSINESS ADMINISTRATION | WITH CONCENTRATIONS |
| BS | COMPUTING & SOFTWARE SYSTEMS | |
| MED | EDUCATION | |
| CERT | ELEMENTARY TEACHER CERT | INITIAL CERTIFICATE W/OPTIONS |
| BS | ENVIRONMENTAL SCIENCE | |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | AMERICAN STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | CULTURE, LITERATURE & ARTS |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | GLOBAL STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | SCIENCE, TECH & ENVIRONMENT |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | SOCIETY, ETHICS & HUMAN BEHAVIOR |
| BSN | NURSING | |
| MN | NURSING | |
| MAPS | POLICY STUDIES | |
| CERT | PROFESSIONAL CERTIFICATE | CONTINUING ED. |

University of Washington / Tacoma

| Degree | Major | Emphasis |
|--------|-------------------------|------------------------|
| MBA | BUSINESS ADMINISTRATION | |
| BA | BUSINESS ADMINISTRATION | ACCOUNTING |
| BA | BUSINESS ADMINISTRATION | FINANCIAL SERVICES |
| BA | BUSINESS ADMINISTRATION | GENERAL BUSINESS |
| BA | BUSINESS ADMINISTRATION | INFORMATION SYSTEMS |
| BA | BUSINESS ADMINISTRATION | INTERNATIONAL BUSINESS |
| BA | BUSINESS ADMINISTRATION | MANAGEMENT |
| BA | BUSINESS ADMINISTRATION | MARKETING |

| Degree | Major | Emphasis |
|---------------|-----------------------------------|--------------------------------|
| BA | BUSINESS ADMINISTRATION | ORG LEADERSHIP |
| BS | COMPUTING & SOFTWARE SYSTEMS | |
| MS | COMPUTING & SOFTWARE SYSTEMS | TRACK 1 |
| MS | COMPUTING & SOFTWARE SYSTEMS | TRACK 2 |
| MED | EDUCATION | AT-RISK LEARNER |
| MED | EDUCATION | INTEGRATED CURRICULUM |
| MED | EDUCATION | SCIENCE ED |
| MED | EDUCATION | SPECIAL ED |
| CERT | EDUCATIONAL ADMINISTRATOR | |
| MED | EDUCATIONAL ADMINISTRATOR | WITH ED ADMIN CERTIFICATE |
| BS | ENVIRONMENTAL SCIENCE | |
| CERT | GEOGRAPHIC INFORMATION SYSTEMS | (GIS) |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | AMERICAN STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | ARTS, MEDIA & CULTURE |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | COMMUNICATION |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | ENVIRONMENTAL STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | ETHNIC, GENDER & LABOR STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | GENERAL STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | GLOBAL STUDIES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | INDIVIDUALLY-DESIGNED |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | POLITICAL ECONOMY |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | POLITICS & VALUES |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | PSYCHOLOGY |
| BA | INTERDISCIPLINARY ARTS & SCIENCES | SELF & SOCIETY |
| MA | INTERDISCIPLINARY STUDIES | THESIS OR PROJECT |
| CERT | NONPROFIT MANAGEMENT | POST-BACCALAUREATE |
| BSN | NURSING | RN TO BSN |
| MN | NURSING | WITH CURRICULUM OPTIONS |
| CERT | PROFESSIONAL CERTIFICATE | CONTINUING ED |
| CERT | RESTORATION ECOLOGY | |
| BA | SOCIAL WELFARE | |
| MSW | SOCIAL WORK | STUDENT-DESIGNED |
| CERT | TEACHER CERTIFICATION (K-8) | |
| BA | URBAN STUDIES | |

Washington State University / Tri-Cities

| Degree | Major | Emphasis |
|----------|---------------------------|-----------------------------|
| BS | AGRICULTURE | GENERAL |
| MS | BIOLOGY | W/OPTIONS |
| BA | BUSINESS ADMINISTRATION | |
| MBA | BUSINESS ADMINISTRATION | |
| MS | CHEMICAL ENGINEERING | |
| MS | CHEMISTRY | |
| BS | CIVIL ENGINEERING | |
| BSCS | COMPUTER SCIENCE | |
| BACS | COMPUTER SCIENCE | |
| MSCS | COMPUTER SCIENCE | |
| ED M | EDUCATION | EDUCATIONAL LEADERSHIP |
| BA | EDUCATION | ELEMENTARY |
| MIT | EDUCATION | ELEMENTARY W/K-8 CERT |
| ED M | EDUCATION | LITERACY |
| ED M | EDUCATION | LITERACY EDUCATION |
| ED M | EDUCATION | SCHOOL COUNSELING W/CERT |
| BSEE | ELECTRICAL ENGINEERING | |
| MSEE | ELECTRICAL ENGINEERING | |
| M EMG.MT | ENGINEERING MANAGEMENT | |
| MS | ENVIRONMENTAL ENGINEERING | W/OPTIONS |
| BS | ENVIRONMENTAL SCIENCE | |
| MS | ENVIRONMENTAL SCIENCE | |
| BS | HORTICULTURE | VITICULTURE & ENOLOGY |
| BA | HUMANITIES | GENERAL STUDIES W/OPTIONS |
| BA | LIBERAL ARTS | GENERAL STUDIES |
| BSME | MECHANICAL ENGINEERING | |
| MSME | MECHANICAL ENGINEERING | NON-THESIS |
| MSME | MECHANICAL ENGINEERING | THESIS |
| BSN | NURSING | BSN FOR RN'S |
| CERT | PRINCIPAL'S CERTIFICATE | PRO CERT PROGRAM-CONTINUING |
| CERT | PRINCIPAL'S CERTIFICATE | PRO CERT PROGRAM-INITIAL |
| CERT | PROGRAM ADMINISTRATOR | PRO CERT PROGRAM-CONTINUING |
| CERT | PROGRAM ADMINISTRATOR | PRO CERT PROGRAM-INITIAL |

| Degree | Major | Emphasis |
|---------------|------------------------------|-----------------------------|
| BS | SCIENCE | GENERAL STUDIES W/OPTIONS |
| BA | SOCIAL SCIENCE | GENERAL STUDIES W/OPTIONS |
| CERT | SUPERINTENDENT'S CERTIFICATE | PRO CERT PROGRAM-CONTINUING |
| CERT | SUPERINTENDENT'S CERTIFICATE | PRO CERT PROGRAM-INITIAL |
| MTM | TECHNOLOGY MANAGEMENT | |

Washington State University / Vancouver

| Degree | Major | Emphasis |
|---------------|------------------------------|----------------------------|
| BA | ACCOUNTING | |
| BA | ANTHROPOLOGY | |
| MS | ARCHITECTURE | EXECUTIVE TRACK |
| BS | BIOLOGY | |
| BA | BUSINESS ADMINISTRATION | |
| MBA | BUSINESS ADMINISTRATION | |
| MN | COMMUNITY-BASED NURSING | WITH CONCENTRATIONS |
| BA | COMPUTER SCIENCE | |
| BS | COMPUTER SCIENCE | |
| BA | DIGITAL TECHNOLOGY & CULTURE | WITH CONCENTRATIONS |
| ED M | EDUCATION | ESL |
| ED M | EDUCATION | GENERAL |
| ED M | EDUCATION | READING |
| CERT | EDUCATION | SECONDARY EDUCATION |
| ED M | EDUCATION | SECONDARY EDUCATION |
| ED M | EDUCATIONAL LEADERSHIP | |
| CERT | EDUCATIONAL LEADERSHIP | PRINCIPAL |
| CERT | EDUCATIONAL LEADERSHIP | PROGRAM ADMINISTRATOR |
| CERT | EDUCATIONAL LEADERSHIP | SUPERINTENDENT |
| CERT | EDUCATIONAL LEADERSHIP | SUPERINTENDENT - COHORT |
| BAE | ELEMENTARY EDUCATION | WITH K-8 CERTIFICATION |
| BA | ENGLISH | SECONDARY ED-LANGUAGE ARTS |
| BA | ENGLISH | WITH CONCENTRATIONS |
| MS | ENVIRONMENTAL SCIENCE | THESIS & NON-THESIS |
| MN | FAMILY NURSE PRACTITIONER | |

| Degree | Major | Emphasis |
|---------------|----------------------------|----------------------------|
| BA | FINANCE | FINANCE |
| CERT | FINANCIAL MANAGEMENT | BA PRE-REQ |
| MA | HISTORY | |
| BA | HUMAN DEVELOPMENT | |
| BA | HUMANITIES | INTERDISCIPLINARY |
| CERT | INVESTMENT MANAGEMENT | BA PRE-REQ |
| BA | MANAGEMENT & OPERATIONS | |
| CERT | MANAGEMENT ACCOUNTING | BA PRE-REQ |
| BA | MANAGEMENT INFO SYSTEMS | |
| CERT | MANAGEMENT INFO SYSTEMS | BA PRE-REQ |
| BS | MANUFACTURING ENGINEERING | WITH SPECIALIZATIONS |
| BS | MECHANICAL ENGINEERING | |
| MSME | MECHANICAL ENGINEERING | |
| BSN | NURSING | |
| CERT | PROFESSIONAL CERTIFICATION | EDUCATION |
| MN | PSYCH/MENTAL HEALTH NURSE | |
| BS | PSYCHOLOGY | |
| CERT | PUBLIC ACCOUNTING | BA PRE-REQ |
| BA | PUBLIC AFFAIRS | JUSTICE STUDIES |
| BA | PUBLIC AFFAIRS | PUBLIC ADMIN / MGMT |
| BA | PUBLIC AFFAIRS | PUBLIC POLICY AND POLITICS |
| MPA | PUBLIC AFFAIRS | WITH CONCENTRATIONS |
| BA | SOCIAL SCIENCE | ANTHROPOLOGY |
| BA | SOCIAL SCIENCE | CRIMINAL JUSTICE |
| BA | SOCIAL SCIENCE | HISTORY |
| BA | SOCIAL SCIENCE | INTERDISCIPLINARY |
| BA | SOCIAL SCIENCE | PERSONNEL PSYCH & HR MGMT |
| BA | SOCIAL SCIENCE | POLITICAL SCIENCE |
| BA | SOCIAL SCIENCE | SOCIOLOGY |
| MIT | TEACHING | K-8 |

SUBSTITUTE HOUSE BILL 2707

**AS AMENDED BY THE SENATE
Passed Legislature - 2004 Regular Session**

State of Washington

58th Legislature

2004 Regular Session

By House Committee on Higher Education (originally sponsored by Representatives Kenney, Priest, Sommers, Jarrett, McCoy, Chase and Hudgins)

READ FIRST TIME 02/05/04.

AN ACT Relating to higher education branch campuses; amending RCW 28B.45.050 and 28B.80.510; adding new sections to chapter 28B.45 RCW; adding a new section to chapter 28B.30 RCW; creating a new section; recodifying RCW 28B.80.510 and 28B.45.050; and repealing RCW 28B.45.070, 28B.80.500, and 28B.80.520.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** A new section is added to chapter 28B.45 RCW to read as follows:

(1) In 1989, the legislature created five branch campuses to be operated by the state's two public research universities. Located in growing urban areas, the branch campuses were charged with two missions:

(a) Increasing access to higher education by focusing on upper division and graduate programs, targeting placebound students, and operating as models of a two plus two educational system in cooperation with the community colleges; and

(b) Promoting regional economic development by responding to demand for degrees from local businesses and supporting regional economies through research activities.

(2) Fifteen years later, the legislature finds that branch campuses are responding to their original mission:

(a) Branch campuses accounted for half of statewide upper division and graduate public enrollment growth since 1990;

(b) Branch campuses have grown steadily and enroll increasing numbers of transfer students each year;

(c) Branch campuses enroll proportionately more older and part-time students than their main campuses and attract increasing proportions of students from nearby counties;

(d) Although the extent of their impact has not been measured, branch campuses positively affect local economies and offer degree programs that roughly correspond with regional occupational projections; and

(e) The capital investments made by the state to support branch campuses represent a significant benefit to regional economic development.

(3) However, the legislature also finds the policy landscape in higher education has changed since the original creation of the branch campuses. Demand for access to baccalaureate and graduate education is increasing rapidly. Economic development efforts increasingly recognize the importance of focusing on local and regional economic clusters and improving collaboration among communities, businesses, and colleges and universities. Each branch campus has evolved into a unique institution, and it is appropriate to assess the nature of this evolution to ensure the role and mission of each campus is aligned with the state's higher education goals and the needs of the region where the campus is located.

(4) Therefore, it is the legislature's intent to recognize the unique nature of Washington's higher education branch campuses, reaffirm the role and mission of each, and set the course for their continued future development.

(5) It is the further intent of the legislature that the campuses be identified by the following names: University of Washington Bothell, University of Washington Tacoma, Washington State University Tri-Cities, and Washington State University Vancouver.

NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.45 RCW to read as follows:

(1) The primary mission of the higher education branch campuses created under this chapter remains to expand access to baccalaureate and master's level graduate education in under-served urban areas of the state in collaboration with community and technical colleges.

(2) Branch campuses shall collaborate with the community and technical colleges in their region to develop articulation agreements, dual admissions policies, and other partnerships to ensure that branch campuses serve as innovative models of a two plus two educational system. Other possibilities for collaboration include but are not limited to joint development of curricula and degree programs, colocation of instruction, and arrangements to share faculty.

(3) In communities where a private postsecondary institution is located, representatives of the private institution may be invited to participate in the conversation about meeting the baccalaureate and master's level graduate needs in underserved urban areas of the state.

(4) However, the legislature recognizes there are alternative models for achieving this primary mission. Some campuses may have additional missions in response to regional needs and demands. At selected branch campuses, an innovative combination of instruction and research targeted to support regional economic development may be appropriate to meet the region's needs for both access and economic viability. Other campuses should focus on becoming models of a two plus two educational system through continuous improvement of partnerships and agreements with community and technical colleges. Still other campuses may be best suited to transition to a four-year comprehensive university or be removed from designation as a branch campus entirely.

(5) It is the legislature's intent that each branch campus be funded commensurate with its unique mission, the degree programs offered, and the institutional combination of instruction and research, but at a level less than a research university.

(6) In consultation with the higher education coordinating board, a branch campus may propose legislation to authorize practice-oriented or professional doctoral programs if: (a) Unique research facilities and equipment are located near the campus; or (b) the campus can clearly demonstrate student and employer demand in the region that is linked to regional economic development.

(7) It is not the legislature's intent to have each campus chart its own future path without legislative guidance. Instead, the legislature intends to consider carefully the mission and model of education that best suits each campus and best meets the needs of students, the community, and the region.

Sec. 3. RCW 28B.45.050 and 1991 c 205 s 11 are each amended to read as follows:

Washington State University and Eastern Washington University (~~are responsible for providing upper division and graduate level~~) shall collaborate with one another and with local community colleges in providing educational pathways and programs to the citizens of the Spokane area(~~(, under rules or guidelines adopted by the joint center for higher education. However, before any degree is authorized under this section it shall be subject to the review and approval of the higher education coordinating board. Washington State University shall meet its responsibility through the operation of a branch campus in the Spokane area. Eastern Washington University shall meet its responsibility through the operation of programs and facilities in Spokane)~~)).

NEW SECTION. **Sec. 4.** (1) Each branch campus shall examine its instructional programs, costs, research initiatives, student enrollment characteristics, programs offered in partnership with

community and technical colleges, and regional context and make a recommendation by November 15, 2004, to the higher education coordinating board regarding the future evolution of the campus. The board will analyze the recommendations of each campus in the context of statewide goals for higher education and provide policy options along with the original campus recommendations to the higher education and fiscal committees of the legislature by January 15, 2005. The recommendations and options must address:

(a) The model of education that best suits the campus, including the possibility of continuing as a two plus two model and areas for possible improvement in working with community and technical colleges, making a transition to a four-year university or some other alternative;

(b) The mission that best suits the campus, including the possibility of focusing on upper division baccalaureate education, combining instruction and research targeted to support regional economic development, or some other alternative;

(c) Data and analysis that illustrate how the model will increase baccalaureate and master's degree production; and

(d) An estimate of the costs to implement the recommendation.

(2) In developing its recommendation, each branch campus shall solicit input from students, local community and technical colleges, the main campus and other four-year institutions, and community stakeholders such as economic development councils and business and labor leaders.

(3) The higher education coordinating board, in cooperation with the branch campuses, shall develop parameters and a standard format for the evaluation and recommendations to permit comparison by the legislative committees.

Sec. 5. RCW 28B.80.510 and 1989 1st ex.s. c 7 s 8 are each amended to read as follows:

~~((In rules and guidelines adopted for purposes of chapter 7, Laws of 1989 1st ex. sess.,))~~ The higher education coordinating board shall adopt performance measures to ensure a collaborative partnership between the community and technical colleges and the ~~((four-year institutions))~~ branch campuses. The partnership shall be one in which the community and technical colleges prepare students for transfer to the upper-division programs of the branch campuses and the branch campuses work with community and technical colleges to enable students to transfer and obtain degrees efficiently.

NEW SECTION. **Sec. 6.** (1) RCW 28B.80.510 as amended by this act is recodified as a new section in chapter 28B.45 RCW.

(2) RCW 28B.45.050 as amended by this act is recodified as a new section in chapter 28B.30 RCW.

NEW SECTION. **Sec. 7.** The following acts or parts of acts are each repealed:

(1) RCW 28B.45.070 (Authorization subject to legislative appropriation) and 1989 1st ex.s. c 7 s 14;

(2) RCW 28B.80.500 (Branch campuses--Adjustment of enrollment lids) and 1989 1st ex.s. c 7 s 2; and

(3) RCW 28B.80.520 (Branch campuses--Facilities acquisition) and 1989 1st ex.s. c 7 s 9.

Passed by the House March 8, 2004.

Passed by the Senate March 2, 2004.

Approved by the Governor March 22, 2004.

Filed in Office of Secretary of State March 22, 2004.

Guidelines for Branch Campus Planning and Recommendations: SHB 2707

Introduction

Substitute House Bill 2707 (SHB 2707), enacted in 2004, provides a policy framework and directive for the re-assessment of the role and mission of the “branch campuses.” The legislation emphasizes the unique role of each campus in responding to the needs of placebound students and, at the same time, meeting emerging regional needs in a manner that could alter the original role and mission of these institutions.

These guidelines provide a framework for developing and evaluating recommendations concerning the role, mission, or governance of the upper-division and graduate campuses of the University of Washington and Washington State University. The guidelines recognize that the branch campuses will continue to evolve over time in different ways in response to regional and state needs.

Policy Context

The legislature, in adopting SHB 2707, provided a clear statement of legislative intent. Specifically, the legislation states, in part, that the:

“policy landscape in higher education has changed since the original creation of the branch campuses. Demand for access ... is increasing (and) ... economic development efforts ... recognize the importance of focusing on ... collaboration among communities, businesses, and colleges and universities

Each branch campus has evolved into a unique institution, and it is appropriate to assess the nature of this evolution to ensure the role and mission of each campus is aligned with the state’s higher education goals and the needs of the region where the campus is located

Therefore, it is the Legislature’s intent to recognize the unique nature of Washington’s higher education branch campuses, reaffirm the role and mission of each, and set the course for their continued future development.”¹

¹ Section 1(3) and (4) SHB 2707.

In line with this statement of intent, SHB 2707 directs each branch campus to examine its current role and mission in the context of student demand and regional needs and to submit a recommendation to the Higher Education Coordinating Board (HECB) concerning the “future evolution of the campus.”²

The HECB is then directed to evaluate the recommendations and provide the legislature with policy options associated with the institutional recommendations. SHB 2707 (Section 4) delineates types of information and factors to be considered by the HECB in conducting its evaluation and directs the HECB to develop common parameters for this evaluation. It is assumed that the legislature desires to see recommendations that are **best suited to meet the needs of students, communities, and the state**.

The following section provides these parameters. These information requirements were developed in the context of the board’s 2004 strategic master plan goals and planning process. Specifically, institutional proposals to alter the role and mission of campuses will be evaluated in the context of how the proposed change contributes to increasing degree production or assisting in economic development. Additionally, one of the plan’s proposals is to develop a new HECB policy which will establish a “pathway” to guide the evolution of educational resources. Many of the criteria envisioned for the pathway are those presented below (Benefits and Justification).

Guidelines for Evaluating Institutional Recommendations

Scope and Applicability

The recommendations submitted by the institutions should include those which either (1) propose maintaining the current role and mission of the campuses or (2) propose changes which would modify the role, mission, or governance of the campuses. Such institutional recommendations could include but are not limited to:

- maintaining the current role, mission, and governance structure of the campus,
- increasing or establishing the offering of lower-division coursework,
- establishing doctoral programs, or
- becoming a four-year and graduate degree-granting institution as either a campus of the “parent” university system or as a new independent public institution.

Institutional Recommendation Process

The institutional recommendations are approved by the university’s governing board prior to submittal to the HECB.

² Section 4 (1) SHB 2707.

The institutions should include in their submittal an explanation of the process used to obtain student, community, and business participation in the development of the recommendation.

Recommendation

The recommended role, mission, and governance structure of the campus should be specifically and thoroughly described, even if the recommendation represents no change from current practices. The description of the recommendation should include estimates of the number and level of students to be served, the number and type of new programs or types of coursework to be offered, and the time period over which the proposed change would occur. It should also address the role of research at the undergraduate and graduate level.

Benefits and Justification

In the description of the recommendation, the institution should provide a clear **summary description of the specific problems, needs, or opportunities which the proposal will address**. Following from this statement, the institution should submit the following types of information which describe the benefits of, and justification for, the proposal.

- **Student Demand:** Provide demographic information concerning potential enrollment. This estimate should include the estimated number of transfer students from “feeder” colleges. Additionally, the institutional recommendation should address the following questions:
 - (1) Does the proposal respond to existing unmet student demand in the region?
 - (2) Does the proposal improve efficiency in the delivery of postsecondary programs in the region?
 - (3) Does the proposal respond to a longer-term projected enrollment and student demand?
- **Workforce Needs:** Include an assessment of the number and type of higher education credentials required to meet employer demand for a skilled workforce. This assessment should be based on quantitative information concerning existing and projected labor/industry employment needs of the region and state. This information may be based on federal or state employment projections or regional surveys and studies conducted by the institution or local entities.
- **Costs:** For recommendations proposing a change in role and mission, the institution should provide information called for in Tables 1-4 of the HECB’s *Guidelines for Program Planning, Approval, and Review*. This information should show the net annual and biennial change in costs associated with the proposed change in role and mission.
- **System Impacts:** The recommendation should include an assessment of what share of future undergraduate demand the institution expects to assist the state in serving.

Additionally, the recommendation should include an assessment of how the proposal would impact enrollment at other public and private institutions. This assessment must include an estimate of the student FTE enrollment and program areas impacting other institutions. For community and technical colleges, the assessment may be limited to those campuses in the region. Impacts on four-year institutions should include all state and private institutions.

- **Implementation Plan:** Include a detailed, time-phased plan for implementing the recommendation. This plan should include major activities associated with staffing, facilities, diversity, and new program review and approval.

Timelines

| Action | Date |
|---|---------------------------|
| Draft guidelines | August 27, 2004 |
| Final guidelines | September 9, 2004 |
| Institutions' reports due to HECB | Week of November 15, 2004 |
| Presentation to HECB and public comment | December 10, 2004 |
| HECB adopts policy options | January 27, 2005 |

